Education—1921.

Teachers' Salaries.

Superintendent Miller Offers Excuse For Smaller Salaries

East-Tennessee News 1/24/21

MAYOR NEAL'S QUERY SMOKES OUT CITY SCHOOL SUPERINTENDENT RELATIVE TO SMALL SALARIES PAID NEGRO TEACHERS.

Local citizens have expressed themselves as being both amused and surprised at the excuse offered by Superintendent W. E. Miller, of the local public schools, following a pointed question directed at him by Mayor Neal on last Saturday when Prof. Miller appeared before the commission. When the question as to salaries of teachers and janitors was raised Mayor Neal, addressing his remarks to Supt. Miller asked:

"You recommend as to the salaries of teachers, don't you?" Supt. Miller answered in the affirmative.

"Well, why do you recommend different salaries for colored and white teachers?" Mayor Neal asked.

Supt. Miller replied that it was a "custom" he found when he came here to make the difference, and that it was in vogue throughout the South so far as he knew. He said it is a custom with establishment of which he had nothing to do. "Colored teachers should have equal opportunities with white perhaps to become efficient, but they don't," he said.

SUPT. MILLER'S EXCUSE

East-Tennessee News 1/27/21

We are indebted to Mayor E. W. Neal for bringing to light again the fact that our city school teachers do not get the same pay for the same service rendered in our city schools. The superintendent offers the flimsy excuse that colored teachers are not up to the standard of white teachers as regards to efficiency. We want to know if the board of examiners do not require the same qualifications and training for the Colored teachers as for others and if they do not then the Colored child is not getting the full benefit of high class training in the City Schools. Too, if the Colored teachers are not up to the standard—we want them up to the same standard, regardless as to what vacancies may occur, for we believe the training of our children demands that they receive training at the hands of as competent teachers as any other citizen.

Salaries of Colored Teachers

2/3/21

East-Tennessee News

The standard of living for all classes of colored people has been markedly raised in the last few years. They are living in better houses, wearing better clothes, and eating better food. As a result it is costing them a great deal more to live. This would be true if times were normal and there were no high-cost-of-living problem. The teachers in general belong to the upper class of the colored people, and are required to maintain the standard of this class, with its consequent living expenses. In addition teaching is becoming more and more a profession, and as a result the preparation before entering the profession and the requirements after entering are increasing. There are books which the teacher is required to purchase and read; there are institutes and summer schools to attend; and there are standards of dress to maintain. All of these things help to increase the teachers expenses.

Although it is true that the tendency is to increase the salaries of colored teachers, and while it is also true that commendable progress in this direction has been made, it yet remains a fact that the average salaries paid to colored teachers are still inadequate. There are not many communities in the South where the teacher is not among those receiving the lowest wages; and in many instances she receives the smallest pay. The laborer who formerly received from 50 cents to $1 per day is now receiving from $2.00 to $3.00 and board to work in cotton fields. The teacher in this same community receives $30, or perhaps $40, per month out of which board must be paid.

By Monroe M. Work

—in the Southern Workman.

THE SCANDAL OF SCHOOL SALARIES

Journal & Guide 2/19/21

The public school system of the United States has been regarded as a matter of pride by all of the people. It has also been regarded as the best hope of the country in all that makes for good citizenship, as the ground work, of course, for the schools of higher and technical education, in which the young folks out of the public school system are taken and moulded into leaders of the people in all of the constructive affairs of the social, civic and economic conditions by which life in our civilization is governed, for better or for worse. There should be no falling away in the numbers and characters of the graduates of our higher and technical schools, if we are to keep abreast of world movements of all sorts to which we are intimately related; especially in our literary, scientific and trade relations; but there appears possible such a falling away, to which the JOURNAL AND GUIDE called attention sometime ago.

United States Commissioner of Education, P. H. Claxton, recently told some New England Educators that some 20,000 schools were closed last year for lack of teachers, and we were short last fall 80,000 high school and primary teachers. It is added further that "the number of inadequately prepared or sub-standard teachers last June was 350,000, or half the total number, with the possibility of adding 30,000 or 50,000 to this already appalling number.

The *New York Globe* has the following of general interest to say on the subject:

"Of course, one cause for the shortage and the poverty of material is evident. The average salary of teachers in the United States was $635 in 1918. Mr. Claxton was probably misquoted when he was reported as saying that this was the present wage. It is definitely higher. The report on rural teachers for 1919-20 is given in Mr. Claxton's report, however, and it is but $635.96. Women rural teachers get an average of $629.61—colored women teachers but $360.96. Even in the case of university professors average salaries range from $801 for assistants, through $1,552 for instructors, $2,053 for assistant professors, $2,514 for associate professors, and $3.126 for professors to $6,647 for university presidents. Yet in 250 universities and colleges 186,864 young men and women are being trained by these inadequately paid instructors."

These salaries, even at the highest, are insufficient to attract and hold the best men and women, when compared to the salaries paid people of their preparedness in other business. It is on this account that there has been such a falling away in the number and preparedness of the teacher body of the country.

Take the rural teacher-body: They get an average salary of $629.61; Afro-Amreican women teachers get only half of this, or $360.96; often they do not get this much. Is it any wonder that there is a scarcity of teachers and a large measure of unpreparedness among them? The situation is simply scandalous, and efforts to change it for the better should be insistent and persistent.

TEACHERS FALL IN WITH UNEQUAL SALARY PLAN

Endorse Proposal Of State Superintendent Cook, To Pay Colored County Teachers Less

CITY SCORED

Agitators For Equal Pay Called "Bolsheviki, Reds And Radicals"

Afro-American 1/13/21

A higher salary plan for white teachers than for colored ones in county schools will be presented to the next Legislature, according to State Superintendent Albert S. Cook, who delivered an address before a gathering of educators from the counties at Y. M. C. A. Monday.

He told the teachers that they need not expect to get the same salary as the whites, as neither a Republican nor a Democratic Legislature would grant such.

"I am with you on the proposed salary schedule submitted today," he said, "substantially, but if any of you think you should have equal salaries with the whites then you can go to the Legislature by yourselves, for I will not be with you."

He characterized those who stood up for equal treatment as "Bolsheviki, reds and radicals," and said he did not stand for such in his own race coming to him and, consequently, would not stand for such from the Negro. He asserted that he did not want any meddling in the program on the part of Baltimore city folks, as the question was one entirely for the counties.

Prof. John W. Huffington, the white State supervisor of colored schools, who was presiding, said he felt that Superintendent Cook had made a very fair proposal for colored teachers and that each county should get behind the plan.

Miss Anderson, of Montgomery County, offered a motion to adopt the recomendations made by the State school head and then followed oratory, in which it was asserted that a practical program had been presented—one on which the color-

(over)

DIVISION OF BEHAVIORAL SCIENCE RESEARCH DEC 17

(From Over)

ed teachers could unite in having presented to the next Legislature.

Rev. Mr. Griffin, a teacher in Calvert County, said that while many aimed at ideals, the thing within the limit of reasonable achievement should not be overlooked, and therefore he was in favor of the proposed discriminatory schedule, which carries a slight advance over the present scale.

Rev. T. H. Kiah, principal of Princess Anne Academy, said he "believed in meeting conditions as they are and not as they should be," and that the proposed schedule should be agreed to.

"Part of a loaf is better than no loaf," he declared.

He asserted that illiteracy among the colored people in Maryland is holding down the educational average and that efforts are now being made to remedy that situation.

A Mr. Hall, of Somerset County, praised Superintendent Cook as a man who wanted to do justice to the race, and who should be commended for his unequivocal stand in getting behind a schedule which did not allow as much for a colored instructor as it did for a white one, all things being equal.

Mr. Payne, of Cecil, said the folks "back home" had instructed him to ask for equal salaries, but now he sees matters in a "new light" and would fall in line with the Cook plan. He wanted no city meddling.

Henry J. Lowers, of Baltimore County, said that he understood Mr. Cook better now than at any time within the past twenty years, and Jesse L. Nicholas, of the same county, delivered an address which fell in line with the general trend.

It is said that Stephen H. Long, supervisor for Worcester County, speaking at the Bowie Normal School last Friday, deprecated any agitation for equal salaries, asserting that the colored teachers would lose out.

The proposed schedule for elementary schools follows:

Grade certificates	Years 1-3	4-5	6-7	8
3rd, $40	$45			
2nd, $50	$55	$60	$55	
1st, $35	$70	$75	$80	$90 (maximum)

HIGH SCHOOL TEACHERS

	1-3 yrs.	After 7 yrs.
$75	$85	$115
$90	$100	

MORE FOR NORMAL

The teachers went on record as favoring an appropriation of $75,000 for improvements at the Bowie State Normal School and $30,000 annually for salaries of the instructors.

It is said that the school has now about 175 day and boarding pupils and is greatly overcrowded.

President John O. Spencer explained the various courses for teachers that will be offered at Morgan College this summer.

DIVISION OF BEHAVIORAL SCIENCE RESEARCH

Education: 1921.

Tuskegee Institute, Comments on etc.

"Tuskegee Concert Co." Not Authorized by Institution

Dr. Moton Telegraphs and Writes The Age That J. F. Arnold of Birmingham Has No Connection With Tuskegee Inst.

In the advertising columns of The Age of December 18th and 25th, and in this column in the issue of the 25th, there appeared announcements concerning the organizing of a concert company alleged to be authorized by the faculty of Tuskegee Institute, by one J. F. Arnold, postoffice box 495, Birmingham, Alabama. Mr. Arnold wrote a letter to The Age, sending in the statement and asking cooperation in the effort, declaring that he was authorized by the authorities of Tuskegee to go ahead with the organization.

On December 30th The Age received a telegram from Tuskegee Institute, signed by Dr. R. R. Moton, president, which read as follows:

> "Tuskegee Institute has no connection whatever with J. F. Arnold, who is advertising in The Age. Please send us original letters from him to you. We will return these. Important."

The editor of The Age promptly forwarded to Dr. Moton the original letter received from Mr. Arnold, which accompanied his order for the insertion of his advertisement, and asked Dr. Moton to furnish The Age with whatever particulars he had concerning the matter.

In the meantime, Dr. Moton had written a letter confirmatory of his telegram, which reached The Age office on Monday, January 3rd, and which reads as follows:

> "I have just wired you. . . . We found it necessary to take immediate steps to protect the Institute from the misleading reports conveyed in the advertisement which is appearing in The Age and in a few other colored papers regarding the proposed Tuskegee Concert Company which is being advertised by J. F. Arnold of Birmingham, Alabama. This man has no connection with Tuskegee Institute whatever and we told him positively that the Institute could not in any way take any interest in such a company. In the first place, as we told him, we have our own singers whom we send out. We are taking the necessary steps to protect our interests and I want to ask you to let me see the original letters which he sent you, also the original letter which was quoted in last week's issue of The Age under Mr. White's music column."

The original matter asked for by Dr. Moton had already been sent to him and the editor of The Age and the writer of this column are awaiting with interest further word from Dr. Moton with more detailed information concerning what appears to have been a deliberate and well-planned fraudulent organization.

AMONG THE CONCERT ARTISTS.

Diton, White and Miss Holt Doing Constructive Work.

Clarence Cameron White, violinist, of Boston, has just concluded a most successful recital tour through Indiana and Ohio, where he was accorded a most gracious and satisfactory reception. One of the most interesting of his recitals was that of Monday evening, December 13, when he appeared at Memorial Hall, Columbus, O., in a big charity concert for benefit of Christmas Fund for Needy Children. Mr. White was supported by local talent, including Cleota Collins Lacy; soprano; J. Cleveland Lemons, organist; Mabel Jones, pianist, with Venner Robins Johnson, accompanist.

Carl Diton is doing a work that is relatively new and to be considered in the light of preparing the concert field for Negro artists. He appeared at the Indiana Avenue School, Atlantic City, in a lecture-recital under auspices of the Study Center, composed of teachers in Atlantic City and Pleasantville, and discussed in an informal manner the "Work of Negro Composers," with brilliant illustrations of the pianoforte of the works of Coleridge-Taylor, Burleigh, Dett and Diton's own compositions. More than two hundred earnest listeners were in the audience, according to the report.

"Poetry and Art," with Nora Douglas Holt as editor, is announced for its first issue some time during January, from Chicago. Mrs. Holt is one of the race's most distinguished musicians with a literary and intellectual equipment that makes her well fitted for this new opportunity. The magazine, as its title indicates, will be devoted to the twin sisters, music and poetry.

Tuskegee Institute, the great southern educational foundation established by Booker T. Washington, is not going to sponsor a concert company that is advertising for talent to report in Birmingham.

The Martin-Smith Music School presented a program of unusual merit at Carnegie Hall, New York, on December 30, when the children's orchestra of the school and the symphony orchestra offered a bill headed by four soloists of national reputation. A class in aesthetic dancing gave diversity to the evening's entertainment.

WASHINGTON D. C. STAR
MAY 16, 1921

Business Men Visit Tuskegee.

TUSKEGEE, Ala.—Headed by J. P. Billups, general passenger agent of the Atlanta and Westpoint railway, a party of 125 distinguished business and professional men from Atlanta, visited the Tuskegee Institute. A feature of the visit was a special program of old-time plantation melodies sung by the Tuskegee Institute choir. The domestic science class prepared a special supper for the distinguished guests.

Teaching the Negroes to Become Useful Citizens at Tuskegee

SPRINGFIELD M. REPUBLICAN
MAY 1, 1921

By Bradley Gilman

In two recent numbers of the Atlantic Monthly were printed two interesting but depressing articles on conditions in the southern states. Those articles presented no definite arguments or conclusions, but gave simply a dismal list of sordid brutal incidents and scenes drawn from certain rural communities. The facts cited were true, in the main, but were open to at least two adverse comments. First, all the gross depraved pictures which were given, regarding elemental Negroes, might have been matched by similar sketches of the habits and standards of elemental whites. And, second, the conclusion which an intelligent, well-informed reader drew from the gloomy recital was not mentioned. That conclusion, that Q. E. D. of demonstration, was that the remedy for such squalor and immorality is the very remedy offered by institutions like Tuskegee and Hampton, industrial schools which are working earnestly and successfully, to enlighten and uplift the lower strata of the southern Negro population.

I have made many visits to southern Negro schools, and my recent visit, made to Tuskegee for Founders' day, confirms my conviction that this brave, wise, effective institution is achieving results, of marked value, for our national welfare.

Lothrop Stoddard's book, "The Rising Tide of Color," has aroused a deserved interest, but it seems academic and vague when contrasted with the practical educational work which is going forward in our South. Tuskegee is a fair sample of the schools which are grappling nobly with the problem of the 10,000,000 Negroes of our southern states. We have been so besieged of late with new appeals for aid to needy people in foreign lands that we have forgotten and neglected the old-time worthy "causes" at our very doors, in this country, North and South; and among them our Negro educational schools. It therefore results that many important organizations stand in great need of financial aid, our Negro schools among them.

Tuskegee Carries On

But Tuskegee holds consistently to its path, guided by the wise, trained mind and warm, sympathetic heart of Dr Robert R. Moton, the efficient successor of the late Booker T. Washington, of honored memory. The school is larger today than ever before. More than 1800 pupils it has on its list. The suggestion was debated in the trustees' meeting recently that the tuition fee be raised—as in so many other educational institutions—and be set as $15 annually instead of $10. But Dr Moton, who follows closely the broad policies of Dr Washington, recalled that the founder had desired earnestly to open Tuskegee's doors as widely as possible to the needs of his people. And the tuition fee remains unaltered.

The Interracial Commission

The interracial commision is a movement which is already widely spread and deeply rooted in a dozen states. It arranges in states and counties, groups of six or eight men, Negroes and whites, who command the confidence of their respective races. These groups, or committees are bringing about largely through a newly-grown public sentiment, just and equal treatment of whites and blacks, in respect to education, lynchings, law enforcement and several other departments.

Tuskegee, today, wears a halo of sentiment, to the sensitive wisitor, as the glorious fulfillment of the roseate dream of a Negro. The mortal remains of its great founder lie beneath a mound beside the chapel. And the influence of that great man is felt through all the departments of the institution. Mrs Booker Washington herself gives active service among the girls of the dressmaking and cooking departments. The founder's wise plan still is in force regarding the daily alternating, among the students, of book study and practical industrial work. The students seemed to me this year, more intelligent and self-controlled than on any of my half dozen previous visits. The entire area of the school, embracing a tract of several square miles, was tidy and well cared for. The very turkey buzzards, wheeling on ragged wings, in the sky, seemed melancholly and detached.

Convincing Demonstration

One of the four evening meetings brought out the practical quality of the Tuskegee curliculum. In the presence of an audience of nearly 2000 persons, several students, boys and girls, came singly and successively upon the platform and gave the program of the evening. One lad repaired a gate and a window and made several other needed repairs upon models which had been prepared beforehand; as he did this he recited a wholesome dissertation upon the wisdom of keeping one's house in repair. Following him, with tubs, clothes-dryer, wringer and other properties at hand on the platform, a young girl gave and illustrated the most economic methods of doing the family washing. Then came a recitation setting forth simple remedies for sick members of a family, with several youngsters as patients. Not the least interesting of these practical demonstrations was the one which recited and demonstrated, on living student models, ways of "making over" used garments.

The results were convincing. And the climax—not on the program—was reached when Mrs Julius Rosenwald of Chicago, wife of one of the trustees, made a short address, in which she stated that her own evening gown had been twice made over. This extraneous information, when joined to the fact that Mr Rosenwald has given millions of dollars to Negro education and other good causes drove home the point of the evening's demonstration.

DIVISION OF BEHAVIORAL SCIENCE RESEARCH REEL 13

A CLASS IN BASKET MAKING

One of the Many Subjects Taught at Movable School

TUSKEGEE SEXTET AT DELAWARE UNIVERSITY

Delights Summer Students With Poetic Sing, Also Gives Rec

One of the most enjoyable concerts of the University of Delaware Summer School was that given Monday afternoon by the Tuskegee Sextette, under the management of Charles Winter Wood.

"There are many who believe," Mr. Wood declared in an introductory remark, "that there is to be a unique American music. It will be founded upon the Negro melody of Dixieland, Booker Washington believes. Nothing so interprets the soul of the black folk as these Negro melodies; we have been singing them at Tuskegee for 40 years." Mr. Wood read a number of poems, from Paul Lawrence Dunbar, who, he declared, felt the Negro soul emotionally and interpreted it aesthetically.

At the request of the Summer School management, Mr. Wood told something of the summer school which he represents. Tuskegee stands for character, culture, industry and efficiency. "If you dig a ditch or sweep a room, do it so thoroughly, so scientifically, that no race or individual can come along after you and do it any better. Thus you will make for yourself a place in the development of the entire country.

Tuskegee has sent out 10,000 men and women who love America, the South the ideals of this great country. This year over 2000 students are enrolled At the beginning of the year 4,000 applied for admission. Tuskegee is an agricultural and trade school with a faculty of 210 teachers and instructors. It has 2,500 acres of land, 1800 of which are devoted to agriculture. It has a splendid Bibe training school and has just closed its summer school, where 800 rural school teachers have studied methods and modern standards in education.

On Monday night the sextet gave a recital to a Wilmington audience at the Wilmington High School Auditorium.

Mr. Gow, the leader of the sextet, is a native of South Africa, and many of the selections rendered were of native origin and his personal arrangement. The other singers were William Washington, Esker Cobb, Oliver Hardwell, Lucious Patton and Dove Smith.

On Tuesday the singers appeared at Dover at the State College for Colored Students.

MINNEAPOLIS M MORN TRIB
JULY 26. 1921

London Times American Edition.

The third of the annual American editions of the London Times, published July 4, has come to hand. This idea of an American edition on the American Independence Day was conceived by Sir Harry Perry Robinson, a staff correspondent of the Times. and a former Minneapolis newspaper man.

The best of these annuals is the one just received. Sixteen pages are devoted to a discussion of American affairs. There is, first, an editorial commenting upon the change in administration and remarking that "the world has reason to rejoice with the United States in the change," for the reason that a "deadlock between the President and the Senate kept the republic voiceless and bound to inaction in internationa affairs."

The severity of the commercial depression is noted as a feature of the situation a result of that depression being, in the view of the Times, the opening of the eyes of the people "of all parts of the United States—not the least in the farming population of the most inland states—to the commercial solidarity of nations."

The Times concludes from the contributions of distinguished Americans that "the outlook was never more favorable for that drawing closer together of the English peoples which we all desire." And to promote that drawing together is the chief object of this annual American edition.

There are messages of good will from our President and from all the premiers of the British Dominions, each emphasizing the thought that, as our President expresses it, "the common language and the common source from which we have taken our institutions have laid the foundations of accord." That is an excellent statement of the basis for an expectation of harmony and good will between the empire and the republic.

Notable features of this edition are a very able discussion of our foreign policy by Dr. Albert Shaw, editor of the American Review of Reviews; a rather frank exposition of our plans for a greater merchant marine by Winthrop L. Marvin, general manager of the American Steamship Owners' association; a very remarkable article by Robert B. Moton, principal of the Tuskegee Institute on the "Religious, Educational and Economic Progress of the Negro"; a paper on "The Crime Wave" by George W. Kirchwey, an authority on penology in this country; "The Ideals of Citizenship," by the late Col. F. W. Galbraith, Jr., speaking for the American Legion; an exhaustive review of the year's finance by the American financial correspondent of the Times; an informing discussion of the labor situation in the United States by George Griswold Hill, a Washington correspondent; and valuable papers on various aspects of trade, written in most cases by the editors of trade journals, including Mr. W. C. Edgard of the Northwestern Miller.

"Our special correspondent," which doubtless means Mr. Robinson himself, gives readable and suggestive impressions of things and people in the United States, viewed by one well acquainted with American life generally. Speaking of the comparative youth of great, prosperous communities in the interior, such as Birmingham with its 200,000 inhabitants after a brief existence of 50 years; of Denver, 40 years ago a raw mining camp but now the site of the most dignified things in municipal architecture on the continent, he says of our own city: "Minneapolis, a straggling wooden town of 50,000 in 1880, has now a population of 400,000 and possesses in the wooded shores of the Mississippi, the Falls of Minnehaha and the chain of beautiful lakes, all now wisely incorporated in the city's park and boulevard system, such priceless pleasure grounds as are hardly possessed by any other city in the world."

Mr. Robertson discusses some of our outstanding peculiarities—the Ford car, prohibition, the activities of Irish sympathizers and our capacity for coining words. Passing by, in courtesy, the President's "normalcy," he notices "flivver," and "jitney," and finds himself housed in hotels which, besides the regular physician, have an "osteopath" and a "chiropractor," and an optician described as an "optometrist." He finds the most fashionable branch of American dentistry just now is "orthodontia," which is practiced by "orthodontists," and that gentlemen dealing in land and house property, who, as he says, have "heretofore been known rather clumsily as real estate agents, now call themselves (apparently without shame) 'realtors'; while in certain cities there is a strong movement among the undertakers to have themselves recognized as 'morticians'."

The Fourth of July edition of the Times is intended, of course, for English consumption, but it is, after all, such a complete compendium of information and analysis of American affairs, political, financial, industrial and social, as to make it of great value to American readers, for nowhere else that we know of has so much authentic information about America been collected in one issue of one publication.

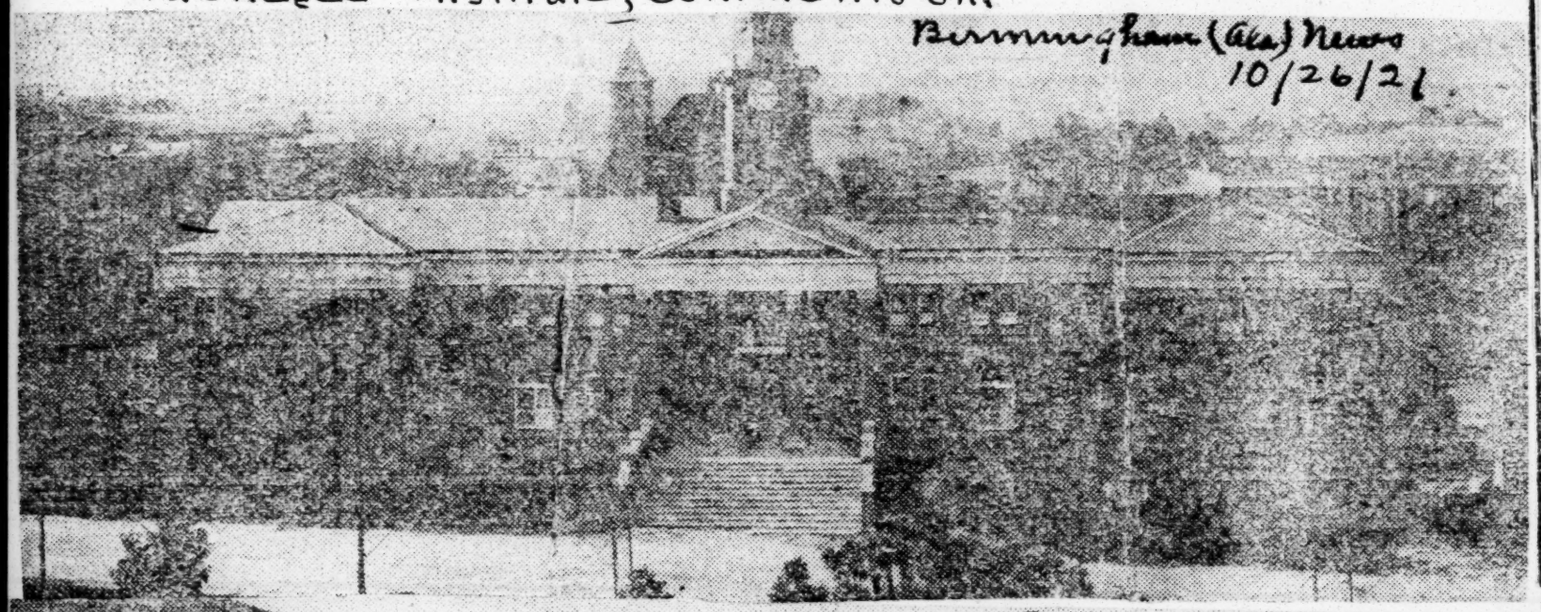
The editor of this edition is to be congratulated upon his success.

DIVISION OF BEHAVIORAL SCIENCE RESEARCH

Education—1921.

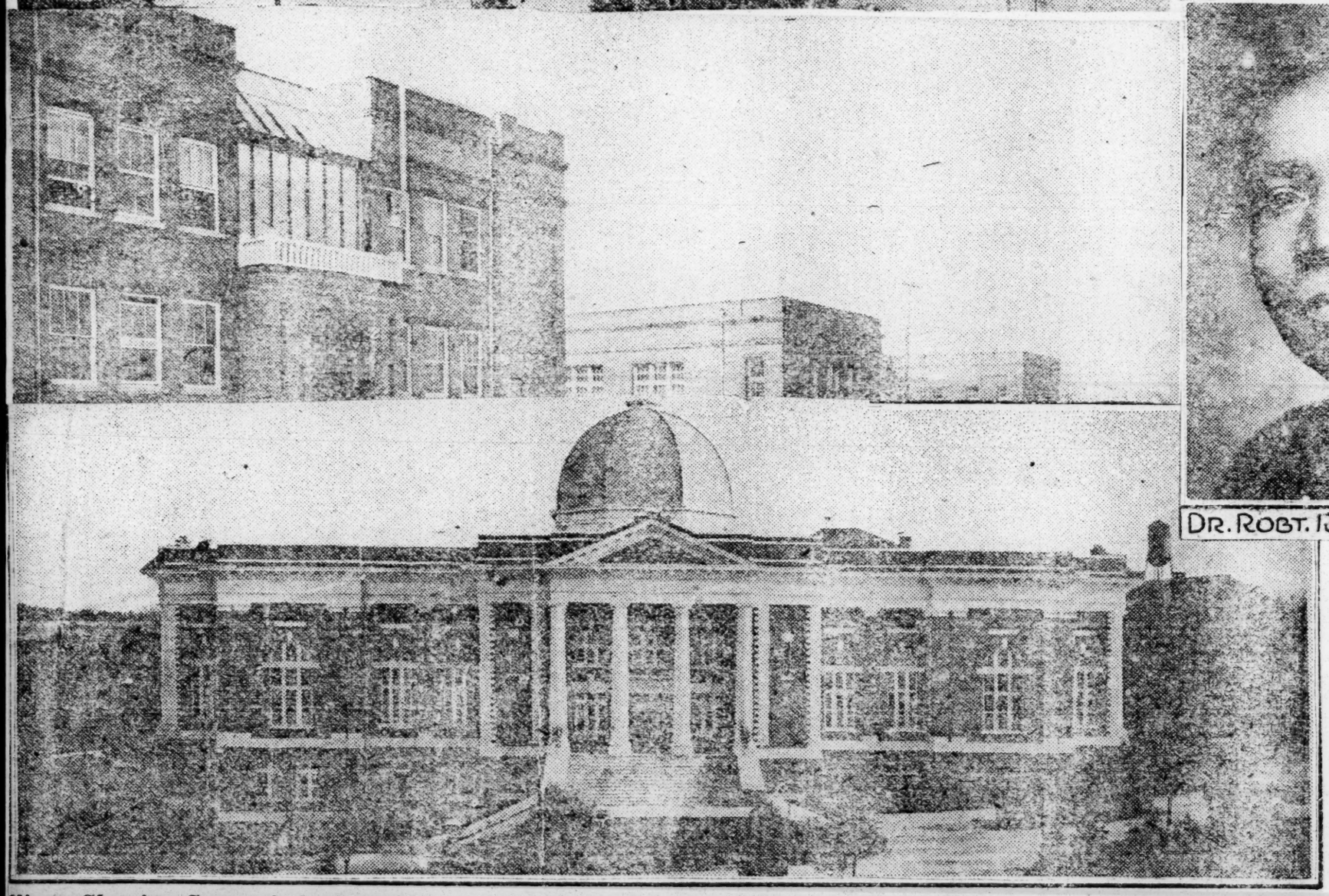
Tuskegee Institute, Comments on.

Birmingham (Ala.) News
10/26/21



BOOKER T. WASHINGTON—FOUNDER

DR. ROBT. R. MOTON—PRINCIPAL



Views Showing Some of the Magnificent Buildings of Tuskegee Institute and Its Founder and Present Executive

(See other side)

Tuskegee Normal and Industrial Institute Furnishes Education for Negroes of World

BIRMINGHAM ALA NEWS
OCTOBER 26 1923

Had Beginning Forty Years Ago When Booker T. Washington Answered Call of an Ex-Confederate Colonel, Who Was Anxious to Do Something for the Colored Race. Has Endowment Fund of Approximately $3,000,000.

THE TUSKEGEE NORMAL AND INDUSTRIAL INSTITUTE

The Tuskegee Normal and Industrial Institute, located at Tuskegee, Alabama, 46 miles east of the Capito of the State, of which Dr. R. R. Moton is principal, had its beginning 40 years ago when Booker T. Washington answered the call of an ex-Confederate colonel, who was anxious to do something for the negroes. He was the leading negro citizen of Tuskegee, and the man to teach a school for negroes. The first session was held in an abandoned church, with one teacher; a handful of men and women eager to secure an education and with an appropriation of $2,000 from the state to defray the expenses of the school. From such a beginning, through the untiring efforts and unrelenting application of its illustrious founder, coupled with the confidence and interest of the citizenry of this entire country, the institute has grown to such an extent that it stands today as one of the largest and leading institutions for the education of negroes in the world, embracing 121 buildings, many of which are splendid types of architecture, and all commodious and well built; campus extending over 2,111 acres of land, a faculty of 238 teachers; an enrollment of 1,800 students; with an endowment fund of approximately $3,000,000.

The Purpose.

Booker T. Washington not only built an institution of brick and stone but also one of service (service to the black man and to the white man). It is the purpose of the institute not merely to give the students literary training but also a knowledge of some vocation—that is to train the hand, the head and the heart. It was with this idea that Dr. Washington began the work—to teach the students to do some one thing better than anyone else, thereby equipping them for active leadership in improving moral, educational, industrial and civic conditions in the communities in which they may thereafter live.

The methods of instruction employed in carrying out this purpose so correlate and combine academic studies with the industrial training that special emphasis is given to the value of skilled labor as a constructive, moral and social force. The more or less abstract teaching of the class room is supplemented and illustrated by practical lessons on the field and in the shop. These lessons, based on facts of the student's daily observation and experience, enable the student to make the class room instruction a real part of his mental equipment. By such methods the institution strives to produce citizens capable of contributing something of genuine service to their fellowman.

The Industrial Department.

Perhaps no school affords the negro boy and girl the chance to choose that trade to which he or she is best adapted more than Tuskegee Institute. A student entering the institute is offered a large variety of industrial courses from which he can select that one which appeals to him. The scope of mechanical trades open to boys cover some 47 industries, comprising such as auto mechanics, applied electricity, brick-masonry, carpentry and shoe-making.

Girls are likewise offered a large number of industries from which to select the desired course, such as nurse training, stenography, homecraft, domestic art and domestic science. The facilities for training along these lines represent a value of approximately a million dollars. Such a plant with the extensive scope as to courses under the supervision of well trained instructors offers a thorough course to the negro boy and girl. Through the recent enlargement of this department, graduate courses are now offered to those who desire more technical training in their trades.

The method of instruction in the industrial department is both practical and theoretical. The student in carpentry, for example, does his practice work not only on shop models, which are soon to be destroyed, but also upon buildings that are to stand the inspection of a scrutinizing public. The same is true in all of the divisions. Such methods arouse a personal interest and pride in the work of the students and they leave the institute better fitted for the criticism of the world.

The Agricultural Department.

Realizing the importance of agriculture in the life and progress of the negro in the South, much stress has been laid upon the development of this department of the institute. In addition to the regular course in agriculture, an advanced course, covering a period of three years of 12 months each, has been established. This course offers a splendid opportunity to those looking forward to being farm demonstration agents, agricultural teachers, farm operators and managers.

The agricultural department has always laid stress upon the necessity of extending its work beyond the student enrolled in the department. It has sought in every possible way to be of service and benefit to the farmers of this section. The new horse barn and cow barn, as well as the dairy are open to the inspection of the public and furnish splendid models for buildings of this sort. The dairy herd, with two thoroughbred bulls for the service of the county, is an impetus to the farmers to build up better dairy herds; while registered stallions are kept for improving the draft stock of the section.

In addition to the above service, annual short courses are held at the institute at which time modern methods of farming are taught the farmers. To encourage them in their work specimens of the crops of the institute farm are placed on exhibit and compared with those brought by the farmers. The method used in the production of each specimen is then explained and the advantage demonstrated. In this way the agricultural department is seeking to better farm conditions, and to make this vocation more attractive and profitable and at the same time stimulate production.

The Experiment Station.

The institute maintains an experiment station, which is of much service to the agricultural interests of this entire section. The results of the research and experiment work of this department are published and placed at the disposal of the public. This department is under the supervision of Prof. George W. Carver, who has done such commendable work in original research in the analysis of food products and the preparation of synthetic food stuffs for common, local agricultural products. His work in revealing more than 108 products from the sweet potato and some 118 products from the peanut represents a distinct contribution to science and also increases the food value of these products to all classes.

The Academic Department.

In the upward climb of the department devoted to vocational training, it has been necessary to raise the standard of the academic department, in order that the development of the institute might not be one-sided and that the students might receive a well balanced course. The normal department offers courses in business, teacher-training, and for social and community work. The students in these courses have a splendid opportunity for practical work in the offices on the grounds, in the model school and county schools, and rural communities, thereby affording them the opportunity of coming in direct contact with the conditions and problems with which they will be confronted in their work after graduation.

The Extension Work.

It is the purpose of the institute not only to educate those 1,800 students who seek the immediate walls of the institute for training, but also to elevate the masses to a higher plane of citizenship and usefulness. This system of community education or uplift work, is carried on by the extension department and is accomplished through various mediums, among which are: The Tuskegee Negro Conference, which is an instrument to better farming conditions; the movable school, which does much to arouse pride in cleanliness of person and surroundings; the annual clinic of the John A. Andrew Memorial Clinical Society, through which many are afforded medical treatment of the highest type free of charge; the Tuskegee Woman's Club, which seeks to elevate the ideals of the women of the communities; National Negro Health Week, which promotes the conservation of health and through the thousands of graduates who are carrying the Tuskegee spirit—that spirit of service and love of humanity—which, in the last analysis, is the spirit of Booker T. Washington—to the remote corners of the earth.

The Spirit Of The Workers.

In referring to the purpose and method of conducting the work of the institute, Dr. R. R. Moton, who succeeded Dr. Washington as principal of Tuskegee Institute, said in his inaugural address: "In order that this institution shall continue to carry forward the ideals of its great founder, in order that it shall not cease to render large service to humankind, in order that we shall keep the respect and confidence of the people of this land, we must first, every one of us, use every opportunity and strive in every reasonable way to develop and strengthen between white and black people, North and South, that unselfish cooperation which has characterized Tuskegee Institute from its beginning. Second, we must patiently and persistently and in the spirit of unselfish devotion, follow the methods of education which in this school have been so distinctive, so unique, and so helpful. Third, we must consecrate and reconsecrate our lives to this work as instruments in God's hands for the training of black men and women for service, in whatever capacity, or in whatever locality they may find a human need. Fourth, there must be no cantankerousness here—we must all work absolutely together."

Inter-Racial Work.

Tuskegee Institute was founded and has grown through the cooperative forces of Northern and Southern white people and of the negro. It has, in a way, formed a medium through which these elements of American citizenry could express their good will and confidence, and work in harmony. In addition to furnishing such a medium, through its principal, Dr. Robert R. Moton, it has fostered the work of the Inter-racial Commission, which is quietly but steadily accomplishing much constructive work in the way of bringing about a better understanding and more cordial relationship between the races. In conducting this phase of the work, every possible avenue is utilized, such as conferences, public meetings and speech-making tours by the principal. Referring to one of these tours, conducted last year in the state of North Carolina, The Wilmington (N. C.) Star commented editorially as follows:

The address delivered by Dr. Robert R. Moton last night could produce no other than a salutary effect. Endeavoring to interpret some of the things which the white and colored people, respectively, keep "in the back of their heads," the Tuskegee principal spoke with refreshing frankness. His directness, his simplicity, his honesty and earnestness are at once disarming and strongly persuasive. He is immediately revealed as a man who loves mankind, whose outlook is that of a clear-eyed Christian. The widespread adoption of the Moton methods would soon clarify the atmosphere of racial relations. His method is that of unreserved frankness and unlimited charity. Nothing is to be gained by a policy of concealment; no adjustment of the race problem will ever be made while there is a lack of understanding, or while a spirit of sympathy is excluded from our councils on racial relations.

Work of this character has always held a preeminent place among the activities of the institute. Some indication of its present significance is found in the following extract from the principal's annual report to the trustees, 1919-1920:

"All these activities, such as the holding of conferences, the reception of visitors, the promotion of health work, the improvement of race relationships and similar movements are part of the extension work of the institute, and while not listed in the conventional school program, are nevertheless educational measures of the most valuable sort for both teachers and students. They are to all of us a continual process of education for life, fitting us to live nobly, to live helpfully and to live in brotherhood.

"For I am impressed that over and beyond the conventional education, the education in things, there is needed today for black people, for white people, for all the people of our country, an education in mutual, helpful, human relationships.

"The great work of Tuskegee Institute in all the years of its history has been to teach the negro in America and it was his constant effort to communicate that spirit to all the people with whom he came in contact, both white and black."

these great lessons of good will, of service, of cooperation. That was the spirit of the founder of the institute

Education—1921.

Tuskegee Institute, Comments on.

ATLANTA GA CONSTITUTION
MARCH 7, 1921

EDITORS ARE VISITORS AT NEGRO INSTITUTE

Tuskegee Institute, Ala., March 6. (Special.)—Traveling by special train and gathering representatives from all sections of the country, the National Editorial association, en route to its annual convention at St. Augustine, made a special trip Sunday from Montgomery to Tuskegee Institute to visit the famous institution founded by Booker T. Washington.

The party, composed of nearly 300 persons, spent the afternoon at the institute inspecting the school, plant and the various industries taught to boys and girls at this institution. In the evening they attended the regular Sunday evening service, where they heard the great audience of 2,000 students and teachers sing the world-famous negro melodies. At the conclusion of the service the visitors expressed their pleasure and satisfaction in the trip and the wonderful impression made upon them by the extent of the plant, the order of the grounds and the discipline of the students.

Tuskegee Band and Glee Club To Present Program in Atlanta

ATLANTA GA GEORGIAN
MARCH 17, 1921

Atlanta is to be favored with a "somewhat different" musical attraction Friday night, when the Tuskegee Institute Band and Glee Club present negro folk songs and Southern lullabies. This attraction, the final number on the Atlanta Epworth League Union's Lyceum course, will be given in the City Auditorium.

This organization is recognized as the best qualified interpreter of the negro songs, having received the praise of some of the leading newspapers of the country and making many phonograph records. In the club are 50 well trained male voices and they sing practically all of these old songs so familiar to and popular with Southern people. Besides their chorus numbers they will sing solo, quartet and double quartet selections.

As director, the Tuskegee Institute has obtained Capt. Frank L. Drye, one of the leading directors and cornet soloists of the negro race.

The entire arena and dress circle of the Auditorium will be reserved for white people only and the balcony for negroes only. Tickets are on sale now at the Cable Piano Company. Prices 75 cnets, $1 and $1.25, will prevail. Every seat in the house will be reserved.

That negroes may be given every opportunity to hear this attraction under favorable circumstances, a special matinee will ge given for them only on Friday at 3:30 p. m.

Letters To Editor

Montgomery Advertiser 3/17/21

THE TUSKEGEE NORMAL AND INDUSTRIAL INSTITUTE.

Editor The Advertiser:

Several years ago, just before the United States declared war against Germany, I was in Greensboro, Alabama, and happened to overhear quite an animated discussion between a negro preacher and a negro doctor, relative to several historical, biographical and geographical questions.

The discussion consisted of a series of questions and answers.

The preacher asked the doctor, which was the greatest country in the world.

The doctor promptly replied, "The United States."

The preacher told him that he was mistaken, that Germany was the greatest country, that the Germans invented the airplane and submarine, that they were about to defeat all of Europe, that Columbus, who discovered America, was a German, and that America was named for a German, Americus Vesuvius.

The doctor admitted that he might be right, that while Columbus discovered America, with Spanish ships, that he may have been a German, and that he recollected reading that America was named for the German geographer, Americus Vesuvius.

The doctor then asked the preacher for what two things was Virginia famous.

The preacher replied that he did not know exactly, but supposed it was because Virginia was the "Mother of Presidents," and because more of the great battles of the civil war were fought in Virginia, than in any other State.

The doctor told him that he was wrong, that Virginia was famous because it was the birth place of the two Washingtons, George and Booker, one the "Father of his country," and the other the "Father of his race."

The preacher admitted the doctor was correct.

It must be conceded that in some respects the doctor's opinion was correct.

Of course, it is universally recognized that George Washington is one of the greatest patriots, generals and statesmen in the history of the world, and it is now generally admitted that Booker T. Washington was the greatest, wisest and most influential man that his race has produced.

Washington was the Moses of the negro race.

He not only viewed the promised land, but led them out of the wilderness into it. His advice and example were wise, useful and beneficial.

He taught his people to acquire homes, farms, property, education and moral character, and to make good, useful and reliable citizens.

His Teachings.

He also taught them to educate themselves in manual training, in industry, mechanics and agriculture.

He did more for the advancement, improvement and development of his race than all of the other leaders and advisers combined.

His achievements and accomplishments demonstrate his executive ability, intellectual capacity and constructive statesmanship.

This is recognized wherever there is a racial problem.

J. F. Marcosson, writing in a recent issue of the Saturday Evening Post, on the British colonial possessions in South Africa, states that it is now estimated that the negro population of the world is 150,000,000 of whom 120,000,000 live South of the Desert of Sahara, in Africa.

Millions of them, Zulus, Kafirs and Hottentots, live in the British colonies and they have many difficult racial problems.

These negroes do most of the work in the gold and diamond mines and perform all kinds of manual labor.

In some of these colonies, like Rhodesia, the negroes outnumber the whites 20 to 1.

Mr. Marcosson states that the Cape Colony government, and especially J. A. Smuts, the premier, are satisfied and convinced that the only solution of the racial problems in South Africa is the adoption of the methods of Booker Washington and the establishment of his system of education. These facts show Washington's influence, not only with his race in the United States, but throughout the world.

The greatest monument that can ever be erected to Booker T. Washington, is the establishment of the Tuskegee Normal and Industrial Institute, the greatest educational institution for negroes in the world.

Washington established this institute in Tuskegee, July 4th, 1881, with 30 students, and almost without a dollar, and continued its president until his death, November 14th, 1915, a period of 34 years.

During those 34 years, he worked with indefatigable energy, unconquerable determination, and laudable ambition, for the success of the institute, and its success has been phenomenal. It is not probable that any man in the United States could have accomplished what he did in the establishment of the institute.

He devoted his time and attention to the institute during the scholastic year and during the vacation lectured throughout the United States, explaining his object, purpose and ambition, and asking for contributions for the purchase of land, erection of buildings and an endowment fund.

During his life the legacies and donations amounted to several millions of dollars.

The largest of these donations were the Carnegie fund, $600,000; the Dotger fund, $404,983.57, and the Baldwin Memorial fund, $150,205.72.

Washington was succeeded by Robert R. Moton, who has proven a worthy successor of Washington.

Professor Moton seems to have a just conception, comprehension and appreciation of the ideals and purposes of Washington and has successfully continued them.

The institute shows continual advancement and development.

The following statistics for the schoiastic year 1919-1920, will be interesting and show the success that the institute has attained:

Enrollment, 1,907.	
Value of lands	$ 159,906.04
Buildings and equipment	1,523,915.83
Total	$1,683,821.87
Endowment fund	$2,134,992.46
Other funds	681,166.11
Total	$2,816,158.57
Receipts 1919-1920—	
State	$ 3,750.00
Other sources	618,524.34
Total	$622,274.34

These figures show the total value of lands, buildings and funds is $4,499,980.44, which makes the institute the wealthiest educational institution in the State.

There are over 10,000,000 negroes in the United States, and we are interested in their industrial, financial and educational advancement and development, and there is no agency or instrumentality that has and will accomplish as much for them as

Ashby Jones Lauds Booker Washington In Tuskegee Speech

Atlanta Pastor Says Colored Educator Reversed World Verdict on Negro.

Constitution 4/13/21

Tuskegee, Ala., April 12.—"Because Booker T. Washington has lived and achieved, anything is possible for the negro race," the Rev. M. Ashby Jones, Atlanta pastor, declared here today in making the principal address at the fifth annual celebration of Founder's day, held in honor of the memory of the founder of Tuskegee institute.

"Booker T. Washington made a more significant contribution to the freedom of the negro race than even Abraham Lincoln," Mr. Jones said.

"He so lived that he absolutely reversed the verdict of a world in regard to the negro race," Mr. Jones continued. "He removed a supreme barrier from the progress of his people. Booker Washington so lived that he said, 'to be a negro is no barrier to any accomplishment.' He so lived that today he stands out against the past so that men say, 'To be a negro is to be a Booker Washington, and to be a Booker Washington is to demand that the world give a definition of manhood supremely above races."

JONES MAKES SPEECH ON FOUNDER'S DAY

Dr. M. Ashbie Jones Delivers Address at Tuskegee Institute Tuesday

4/13/21 Montgomery Advertiser

(Special to The Advertiser)

TUSKEGEE INSTITUTE, April 12—Dr. M. Ashbie Jones, pastor of the Ponce De Leon Baptist Church, Atlanta, Georgia, who was the principal speaker at the Fifth Annual Observance of Founder's Day at Tuskegee Institute, which was held today at the Institute, was greeted by one of the largest audiences ever assembled in the history of Tuskegee. The pleasantness of the weather afforded an excellent opportunity for automobile parties and a good many came in this manner. The trains for the past few days have brought large numbers of visitors.

Promptly at one-thirty this afternoon the parade, headed by the Institute Band, moved off on the march to the Institute Chapel. Following the band were Dr. M. Ashbie Jones, William G. Willcox, Chairman of the Board of Trustees and Dr. Moton, Principal. Following these were the Trustees, Faculty, visitors, and students. The line of march was of such length that the first groups were in the Chapel and seated before the last moved off. The line of march wound through the campus by the way of the John M. Andrew Memorial Hospital.

Presentation of Speaker

After the singing of Negro melodies

(OVER)

(From over)

by the Institute choir, William G. Willcox, chairman of the Board of Trustees, was introduced by Principal Moton, and in turn presented the speaker.

In presenting the speaker, Mr. Willcox referred to the fine spirit of cooperation which has been exhibited by the teachers and students since the passing of Booker T. Washington. He also spoke of the growing confidence and good-will of the Southern white people towards Tuskegee Institute and the Negro race. The present administration, under Dr. R. R. Moton was warmly commended.

Dr. Jones Speaks

Dr. Jones said in part:

"As I have walked over this splendid campus, glanced the horizon of your fertile fields, looked at your splendid work shop, walked through your academic halls, and now stand upon this platform facing this splendid audience of young life, I see that picture of a ragged Negro boy walking and working his way to Hampton and then in after years standing on he commencement platform of Harvard University and receiving from President Ellitt his Masters Degree with the words teacher, wise leader of his race, good servant of God and his country.

"He did what no white man could do in his own life, he so lived that he absolutely reversed the verdict of the world in regard to the Negro people. He so lived that he removed one of the supreme barriers from the pathway of the prejudices of his people.

"There was never a note of dispair in Booker Washington's voice. No man knew quite as well as he did the obstacles and cruelties in the way of his race but he refused to place emphasis on the wrongs of his people. Booker Washington believed his people could win freedom and he therefore emphasized the countless opportunities of his people.

"There are two types of leaders in America, black and white. There is the lead in each of the groups that has no faith. When he is white he is pointing to the great massed ignorance of your race. He is telling of the long list of crimes of the idly disposed members of your race. He is finding every failure of your race and once again he is trying to pull the world back to its old definition of a negro. And if he is black, he is searching for every single cruelty—and God knows there are enough—he is searching for every single injustice; he is looking for every dark cloud upon the horizon of your race; and he is preaching no gospel of 'glad news.' He is pouring bitterness into you souls; he is trying to take away from you the vision o life and achievement; he is throwin his shadow upon the world.

"And then there is the Booker Washington type, whose eyes are clear and even, whose vision is unclouded who and sees all the wrongs and did not fail to tell us of those wrongs; who sees all the obstacles and did not pause for a moment before them, but who saw victory; who believed—and mark me; he not only believed in the negro race, but he believed in the white race. He did not believe in what the negro race was, but what the negro race would become. He did not believe in what the white race was in its attitude toward you, but what the white race would become.

"I do not believe that we can ever understand the significance of the coming of Booker Washington into the world's life until we understand that his really supreme contribution to his race and to America was that for the first time with striking and compelling force he made for your race and for the world a new definition of the negro; and defined him in terms of supreme accomplishment worthy to be compared with the leaders of any race in the world. I am anxious that you should get the significance of this achievement; men hitherto were saying that the negro is one incapable of self development, and then came Booker Washington and so lived that he said to be a negro is no barrier to any accomplishment; so lived that today he stands out silhouetted against the background of the past saying by his very personality, to be a negro is to be a Booker Washington and to be a Booker Washington is to demand that the world give a definition in terms of manhood supremely above the limitations of a race."

The Dress Parade.

Following the exercises at the Institute Chapel, the scene of action moved to Washington Field where a dress parade of the Institute regiment of the reserve officers' corps was witnessed. The regiment was reviewed by the trustees, the principal and friends of the school.

Thus the curtain was rung down on one of the most eventful, inspiring and significant observances of Founder's Day in the history of the institute.

Julius Rosenwald and Other Prominent Northern Men Participate in Series of Meetings and Exercises Which Began Last Saturday

Montgomery Advertiser 4/13/12

(Special to The Advertiser)

TUSKEGEE INSTITUTE(Ala.), April 12—The exercises held each year in connection with the annual meeting of the board of trustees and the observance of Founder's Day, at Tuskegee Institute, had their beginning Saturday evening, when the students, faculty and friends in the community gathered in the Institute chapel to welcome the eastern members of the board of trustees and their friends who accompanied them, the party having arrived in a special car Saturday morning. At this exercise remarks were made by Hon. W. G. Wilcox, chairman of the board of trustees, New York, Dr. William J. Sschieffelin, trustee, New York and others.

Following the arrival of the Chicago party, under the leadership of Mr. Julius Rosenwald, trustee, philanthropist and president of Sears, Roebuck and Company, the trustees, friends and a few officers of the Institute motored out to Shady Grove to attend a meeting held in this community. Upon their return they attended the band concert given in the auditorium of Tompkin's Hall.

The visitors and trustees were formally welcomed to the Institute by Dr. Robert R. Moton, principal, at the Sunday evening exercises which were held at the Institute chapel. The evening message was delivered by Dr. Alexander Mann, trustee, and successor of Bishop Phillips Brooks as rector of the Trinity church, Boston, Mass. Among other things, Dr. Mann said:

"Do not think that the nature of your thoughts during your leisure moments makes no difference. If you do you are making a very serious mistake. Those are the thoughts that are making you each day. Each man is composed of two men, an inner, and an outer man. It is the inner man that counts. It was to the inner man to whom St. Paul appealed in his message to the Phillipians, when he admonished them to think on the htings that are true, real and genuine; to think on thethings that are honest and worthy of reverence and to think on the things that are just. Therefore, train yourselves to control your thoughts during your leisure moments. The nature of those thoughts tells what you are more truly than anything else and out of the determination to control the nature of those thoughts comes serenity, hope and power."

In presenting Mr. Rosenwald of Chicago, Dr. Moton referred to his philanthropic activities and the results thereof. Mr. Rosenwald said in part:

"I have never been more inspired than I was today by what was told me by Dr. W. W. Alexander and Mr. R. H. King of Atlanta concerning the work of the Inter-Racial Commission in the South. It is almost too good to believe. It is for what I have hoped ever since I began to be interested in work of negroes. It was with this idea that I made the first agreement to promote the construction of Y. M. C. A. buildings for negroes, namely that white people and colored people would work together in this endeavor and that the Y. M. C. A. would accept this branch on equal basis as white branches. The same condition is embodied in the rural school building program. I am a firm believer in Booker T. Washington's saying: "One cannot hold another in the ditch without staying down in the ditch with him and in helping the man who is down to rise, the man who is up is freeing himself from a burden that would else drag him down. For the man who is down there is always something to hope for, always something to be gained."

Dr. W. W. Alexander then explained the purpose of the Inter-Racial Commission to the assemblage and related some of the results of the activities. In Dr. Alexander's remarks could be found many causes for encouragement over the prospects of the future relations of the races here in the south.

The evening exercises were brought to a close by a few remarks from Hon. William G. Willcox, who said in part:

"I have been thinking as I have sat here about the wonderful influence of a human life. This great movement, which is centered about Tuskegee Institute can be traced back fifty years to the influence of General Samuel C. Armsfrong and was carried on by Dr. Hollis B. Frissell, Dr. R. R. Moton and others at Hampton Institute and transplanted at Tuskegee Institute by Dr. Booker T. Washington. This movement has influenced a great race and a great nation. Each one of you are responsible for the river of influence which flows from your life. The magnitud of this influence as well as of th responsibility which goes with it impossible to estimate. For this rea son it is your duty to so shape you lives that you may exert the mos wholsome influence in your commun ity."

Seven Buildings Dedicated

The first public activity of Monday was the dedication of a group of new buildings valued at almost a half million dollars. Each building was presented to Mr. Willcox by students in the department by which the new building was to be used and in turn presented to Dr. Moton by Mr. Willcox. In presenting these buildings to Dr. Moton, Mr. Willcox said in part:

"To you Dr. Moton and to the trustees and students of Tuskegee Institute are entrusted not only the care and use of these beautiful buildings, perhaps the finest buildings in the country devoted to trades, but to you is also given the privilege and honor to carry forward these great educational principles which General Armstrong and Dr. Washington have so exemplified in their instruction and of character building, in the splendid work of doing a good job of which one can be proud.

"To you Dr. Moton, I now present the keys to this great group of buildings: Trades Buildings, the Girl's Dormitory, presented by Mr. Arthur Curtiss James and the Horse Barn presented by Mr. George Eastman.

In accepting these buildings Dr. Moton said:

"I shall not take the time to make a long speech of acceptance but merely say that I accept with a great deal of pleasure and satisfaction, the keys to this wonderful group of buildings and shall turn them over to the heads of departments under whose supervision they come with a feeling of confidence that the wishes and ideals of the donors and the trustees will be carried out."

Due to the fact that Dr. William J. Scheiffelin is a personal friend of Mr. Arthur Curtis James, who gave one of the new buildings, James Hall, a dormitory for girls, as a memorial to his mother, Dr. Moton thought it appropriate that Dr. Schieffelin should also speak at this time. Dr. Schieffelin spoke of the magnetic influence of Mrs. Allen Curtiss James and Mr. D. Willis James, who were parents of the donor and were also among the leaders in the establishment of Y. W. C. A. and Y. M. C. A. respectively in America.

Confidence In Tuskegee

Dr. Rush Rhees, President of the University of Rochester, N. Y., who also spoke at this time, is a personal friend of Mr. George Eastman, the donor of the Horst Barn, said in part: "It was my privilege to know Dr. Washington, and Dr. Moton, before the latter came to Tuskegee. I saw them many times, working in the North in the interests of their respective institutions and I was greatly impressed by these two men. They impressed me as men of courage, understanding, and vision. I have known Tuskegee Institute for many years, at a distance, but it is my first opportunity to know it from the eye. It is impossible to tell what it means to me as I see the buildings and the work which is being done and the men and women who are doing this work. I shall tell my good friend, Mr. Eastman that his money is being well spent and the men and women for whom it is spent are worth of every confidence.'

Following in the wake of the dedicatory exercises was an exhibition given by the Girls' Physical Culture Classes, on White Hall lawn. The various numbers composing this exhibition were executed with grace and precision and showed clearly the thoroughness of the physical training given to the girls.

The activities of the day were terminated by the Senior Rhetoricals which were held at the Institute Chapel at seven o'clock. The selections on the program were centered about the home and such subjects were discussed as "Repairs Around the Home", "Taking the Drudgery Out of Laundering", and "Home Gardening". Each oration was demonstrated and showed crlearly the practibility of the training received by students at Tuskegee Institute. The manner in which this training is used in after years was illustrated by the Alumni address, by Jaunita N. Coleman, of the Class of 1908, who is now engaged as a State Home Economics Agent in the State of Alabama.

Value of Home-Making

Additional addresses which were very helpful and inspiring were delivered by Mrs. Julius Rosenwald, Chicago, Dr. Abraham Flexner, secretary of the General Education Board, New York, and Prof. Rollin D. Salisbury, of the University of Chicago.

Mrs. Rosenwald confined her remarks to the home. Among other things she said: "You are receiving good training at Tuskegee as was shown by the wonderful demonstration which we have just witnessed. It is very necessary in order to have a good home that you girls be good homemakers and know your business. Homemaking is a business which deserves and needs just as careful attention as the businesses conducted by men and the new woman is is rapidly realizing the necessity of applying tnought to their work in the home, thereby making her husband feel that she is really a help-mate. One of the necessities of a good home is the practice of thrift one of the best examples of thrift is in the utilization of old clothing. I am of the opinion that the time will soon come when text-books will be issued showing how to make over clothes just as you have illustrated it to us tonight and in this I feel that Tuskegee is doing a great work and that you will profit greatly from it".

Upward Climb of a Race

"I never come to Tuskegee without being stimulated and inspired as at no other Institution with the exception of Hampton". said Dr. Flexner in his remarks to the assemblage. "These two days have been of rare value to me, but I think the high-water mark was reached Sunday afternoon, when we attended the meeting at Shady Grove. Nothing has inspired me as much as the sight of those people with under handicaps and oppression and to hear them, even under these conditions utter with sincerety: 'I have no malice in my heart' ".

A race that can foster such a spirit is a strong one. The negro however, is not the only race that has had to suffer in its upward climb but his lot may have been a trifle harder. No race out of its meager proverty has done as much for themselves in such a

(See Next Card)

DIVISION OF BEHAVIORAL SCIENCE RESEARCH

Education – 1921.

Tuskegee Institute Comments on.

From foregoing card
Julius Rosenwald etc.
(Montgomery Adverliser
4/13/21

short time as the Negro has done. And I think his rapid rise has been due in large part to the assumption of the attitude which Dr. Moton fosters, namely that of dignified protest combine with complete willingness to appreciate. And you have sufficient reason to protest in like manner there are equally as many reason to be appreciative".

The closing address was delivered by Prof. R. D. Salisbury who said in part: "This is my first visit to Tuskegee but it shall not be my last and I am not coming for your sake but for my own. I have never felt such an inspiration as has been true during these two days. My one regret is that I shall not have the opportunity to become acquainted with each one of the two thousand students here whom I have watched with much interst since I have been here.

Each train brought additional visitors to the Institute to attend the Founder's Day exercises which were held Tuesday at 2 o'clock. The account of this meeting appears in other columns of this paper.

There has been unusual interest manifested in the concerts given by the Sextet from Tuskegee Institute. Large crowds have heard them and the free-will offerings have been very generous. They have further engagements in these parts that will keep them here till Tuesday. They accompany the Trefethen-Evergreen Improvement Association of Peaks Island on their excursion down the Bay tonight. Tomorrow morning, they are to sing at the Chestnut St. Church; in the evening, they are to be at the Brackett Memorial Church , Peaks Island. The Closing engagement is at Westbrook, Wednesday night.

Portland Eve. Express
8/27/21

These concerts are planned and carried on the Tuskegee Normal and Industrial Institute, of Tuskegee, Alabama, and are a part of the general scheme of publicity followed by the school. They are instrumental in making many friends for the institution, and in gaining many new students for the school. Two Sextets are in this field this Summer; the other is with the Redpath-Vawter Chautauqua System in the middle-western states.

Tuskegee Institute is one of the most prominent institutions for the education of the negroes in this country. It is located at Tuskegee Alabama 40 miles east of Montgomery, the capital of the state. Booker T. Washington, founded the Institute in 1881; and, it was incorporated in 1893. Its leading idea is to correlate the academic and moral training of a college with an industrial, designing to make its graduates leaders in the communities where the settle. This it is planned to bring about a healthier moral material condition among the blacks of the South.

The institute was opened with one teacher and 30 pupils, without buildings or resources. Last year over 2,000 undergraduates were enrolled, and there were over 200 teachers, and 110 buildings. The school now owns 2,800 acres of arable land, all of which is in use. Most of the buildings have been erected by student laborers. The most recent additions are the new trades buildings, replacing the ones destroyed by fire a few years ago. There are five of these structures, and they house all of the trades taught by the school, except agriculture, which has a separate building.

The studies are arranged in day and night schools. The day schools are conducted for those who are able to pay all or a part of their tuition. All of the students are required to learn a trade, and the time is equally divided between the class room and the trades. The night schools are maintained for those who must work during the day to provide a living for themselves. Students are given allowances for the work they do while learning their trades, and it is possible for them to pay their way through school almost wholly in this way. Applicants must be at least 16 years of age, and be able to perform an adult's labor, before they can be admitted to the school.

In addition to the academic training and that in manual arts, a Bible Training School is conducted for those who desire to prepare for the ministry, or for missionary or religious educational work. There is a strong Conservatory of Music, vocal and instrumental, in which Professor Gow, who is with the Sextette in Portland, teaches. There is also a Carnegie Library with 24,000 volumes.

The influence of Tuskegee is not confined to the school room, however. Dr. Washington, when president of the institution, organized the National Negro Business League; and out of this grew a second organization, the Negro Press Association. These two societies have had a tremendous influence in shaping the development of the Negro race in this country. Dr. Moton, the present administrative head of the school, has been closely connected with the Inter-racial Commission, referred to by President Harding in his inaugural address. This commission has over 2,000 local county committees at work in the South, seeking for a better understanding among the two races. Two very important meetings have been held, one at Memphis, the other at Louisville, bringing the white and colored women of the South together.

Thus has it been the policy of the school to project its influence out into the communities, where its graduates might not have gone. It has sought to show the white people just what the colored man wants, and to bring about a satisfactory understanding among the races.

The Research Bureau of the Institute has been another mighty factor in the social development of the South in recent years. This bureau has its representatives in every section, investigating actual conditions, from which constructive measures have been started. This bureau has been especially active in sifting out the actual evidence as to lynchings in the country. It is reported that within two hours after the recent uprising agains the blacks in Arkansas, a representative of the Bureau was on the ground gathering evidence.

Prof. Gow when asked what attitude the black man was taking toward the apparent increase of lynchings, said that generally he is not longer intimidated. He has been shown just what are his unalienable rights under the Constitution, and he means to have them. He is not disposed, to resort to force to gain them, except in extreme cases, however. The Ku Klux Klan, recently revived, which in the reconstruction days following the Civil War was especially effective in intimidating the Negro, seems no longer to be effective. The Negro is on the right course to his highest development, and nothing human is able to swerve him off.

The history of Tuskegee Institute is largely a personal history of its founder, Booker T. Washington. He was born about 1858, the actual date being uncertain, son of a mulatto slave woman and a white man. His early life was spent in abject poverty and the boy was forced to work hard for a living for himself. In 1872, he drifted into Hampton Institute where he paid his way through as he educated himself, doing the janitor work about the school. In 1879 he became an instructor at Hampton. Two years later he was called to organize and become the head of a normal school at Tuskegee, Alabama.

In advancing the interests of the school he had founded, he was compelled to make a great many addresses both in the North and South, and ultimately acquired the reputation of being one of the ablest public speakers on the American platform. He constantly emphasized the importance of giving the Negro an industrial education, that he might honestly earn his livelihood, accumulate property and win the respect of the white. One of his sayings to white audiences was, "You cannot keep the black man in the gutter without staying down there yourself."

Mr. Washington was honored with the degree of Master of Arts by Harvard and with that of LL. D., by Dartmouth. He published an autobiography entitled Up From Slavery, which is deserving of wide reading. Dr. Washington died at the very height of his career in 1915.

His successor is Major Robert R. Moton, who was designated by Dr. Washington as the one he desired to have follow him. Dr. Moton was commandant of cadets at Hampton at the time of his election as Washington's successor. He is a man of unusually large native ability. He has not become so well known on the platform as Dr. Washington, but is a very able speaker. He is an especially strong administrator, and during the six years of his presidency, Tuskegee has increased its enrollment about 600 students. He has been honored with degrees from Williams College and Oberlin University.

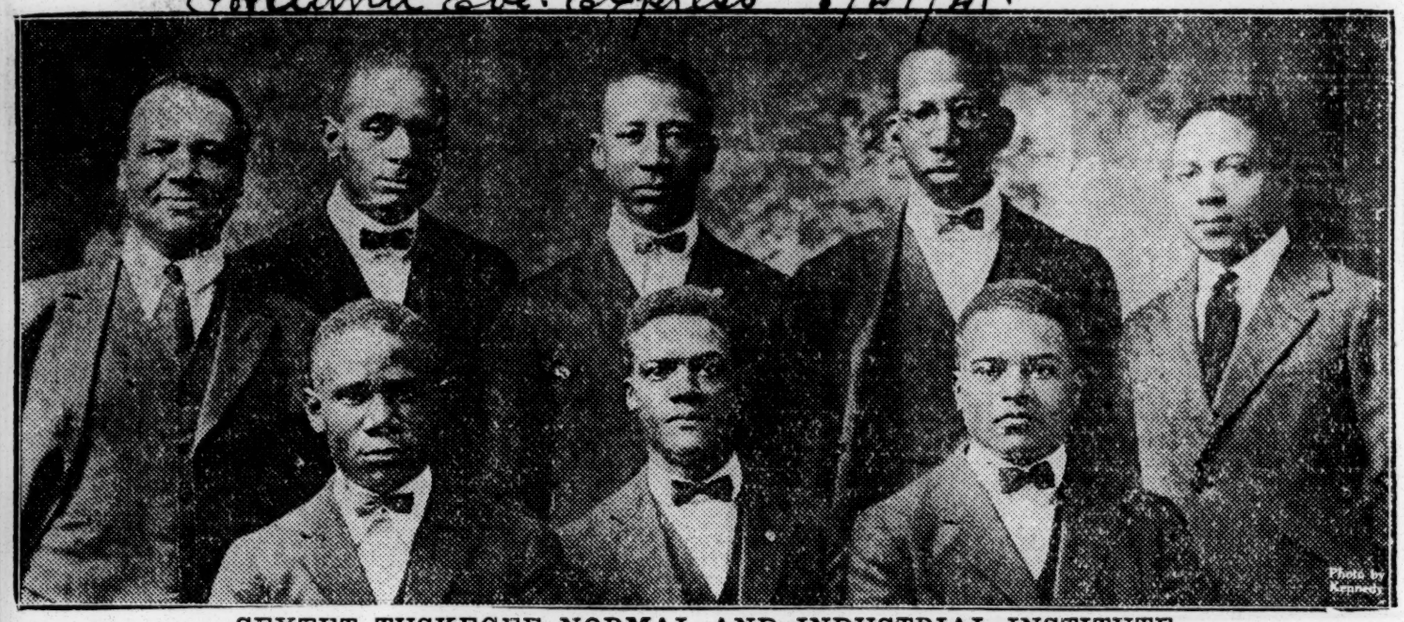
The Sextette is a fine example of what Tuskegee is able to do for the negro youth. The leader, Professor Gow, who came from Africa about 15 years ago, is able to trace his lineage back to the Hottentots and Bushmen. He is now one of Tuskegee's ablest teachers. He is an ordained preacher of the African M. E. Church; and is chaplain of the Institute, as well as teacher. He conducts classes in the conservatory of music, and in Christian Service. Mr. Gow served as First Lieutenant in the Army during the Great War, winning distinction. Several other members of the Sextet were in the service, either in the army or the navy.

The singers are now on their way back to Tuskegee, planning to make the end of their journey by the middle of September. They have been on the road since the first of May, and have toured New Jersey, Pennsylvania, New York, Vermont, New Hampshire, Maine, and will travel through Massachusetts and Rhode Island before leaving for the South.

DIVISION OF BEHAVIORAL SCIENCE RESEARCH

FAMOUS SEXTET IS SENT OUT BY ONE OF THE MOST PROMINENT INSTITUTIONS FOR NEGROES

Portland Eve. Express 1/27/21.



SEXTET TUSKEGEE NORMAL AND INDUSTRIAL INSTITUTE.

Back Row—Prof. C. W. Wood, Northern Director of Finances; L. A. Patton, E. S. Cobb, William Washington, R. V. Lipman, Business Manager. Front Row—O. B. Hartwell; Prof. F. H. Gow, Director; D. A. Smith.

DIVISION OF BEHAVIORAL SCIENCE RESEARCH REEL 13

Education—1921.
Vocational.

DEPARTMENT OF LABOR SETS UP BRANCH OFFICE

Former Baltimore Teacher Sent To Head Work In New York

WILL STUDY TRADE SCHOOLS

Department Wants To Know What Studies Help Children in Life

Baltimore Afro-American
Jan 1/22

New York, N. Y., October, 19—An important study is being undertaken by the Department of Labor in New York City to determine the value and distinction in placements of products of Vocational training. Complaints have been numerous throughout the country that many trades included in the vocational programs of public school do not find placement for colored student after they have completed the course.

New York with its large population of colored people and consequent strong school attendance from the minors of that race, presents the most acute case of this wastage of vocational training. Accordingly, the Labor Department has instituted an investigation under the direction of Commissioner Phil H. Brown and the immediate supervision of Commissioner Brown's assistant, Karl F. Phillips, to determines what trades taught in the vocational schools are easy of placement and those that are not.

Mr. Phillips was at one time a teacher of typewriting and stenography in the Baltimore Colored High School.

The study will enter into reasons for restraint of placement, gained from interviews and questionnaries; and this investigation, prosecuted among industries calling for skilled and unskilled labor, should bring reliable conclusions deeply interesting to the information of schools in formulating future vocational programs.

To this end the Labor Department has established for this special work a temporary office in New York City as a branch of Commissioner Brown's duties and activities. Mr. Brown will have the cooperation of the Board of Education fo New York and the Vocational Guidance Committee of that organization.

VOCATIONAL EDUCATION QUESTIONED

Department of Labor Institutes Investigation to Determine Trades That Are Easy Of Placement

CLAIM TRAINING IS WASTED

Norfolk Va. Journal & Guide
1/14/22

(The Associated Negro Press)

Washington, D. C., Oct. 16.—An important study is being undertaken by the department of Labor in New York City to determine the value and distinction in placements of products of Vocational training. Complaints have been numerous throughout the country that many trades included in the vocational program of public schools do not find ready placement for colored students after they have completed the course. New York, with its population of colored people and consequent strong school attendance from the minors of that race, presents the most acute case of this wastage of vocational training. Accordingly, the Labor Department has instituted an investigation under the direction of Commissioner Phil H. Brown and the immediate supervision of Commissioner Brown's assistant, Karl F. Phillips, to determine what trades taught in the vocational schools are easy of placement and those that are not. The study will enter into reasons for restraint of placement, gained from interviews and questionaires, and this investigation prosecuted among industries calling for skilled and unskilled labor, should bring reliable conclusions deeply interesting to the information of schools in formulating future vocational programs. To this end the Labor Department has established for this special work a temporary office in New York City as a branch of Commissioner Brown's duties and activities. Mr. Brown will have the cooperation of the Board of Education of New York and the Vocational Guidance Committee of that organization.

DIVISION OF BEHAVIORAL SCIENCE RESEARCH REEL 13